



Cannons Elementary

1315 Old Converse Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	313 Students	
Principal	Karen Grimm	864-279-6100
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Good
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

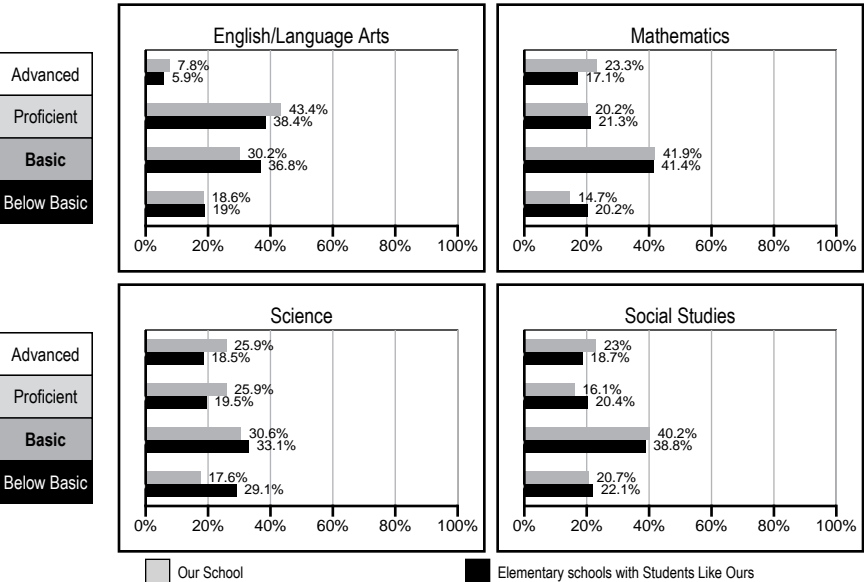
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	63	12	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=313)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.4%	2.3%	2.3%
Attendance rate	97.1%	Down from 97.2%	96.3%	96.3%
Eligible for gifted and talented	12.3%	Down from 12.7%	12.1%	10.4%
With disabilities other than speech	15.8%	Up from 13.7%	8.3%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Up from 75.0%	56.4%	56.7%
Continuing contract teachers	69.2%	Down from 83.3%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 90.9%	87.7%	86.4%
Teacher attendance rate	96.1%	Down from 97.1%	95.2%	94.9%
Average teacher salary	\$50,242	Down 4.3%	\$45,292	\$45,345
Professional development days/teacher	15.1 days	Up from 9.4 days	12.2 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.1 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.9%	Down from 93.7%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$11,293	Down 3.3%	\$6,606	\$7,052
Percent of expenditures for instruction*	64.5%	Down from 69.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	62.0%	Down from 62.1%	65.3%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The theme for this year at Cannons was "Our Journey Will Be Great in 07 and 08!" We did indeed have a great journey as we traveled through the year with rich learning experiences for our teachers, students, and community. Cannons Elementary was recognized by the Education Oversight Committee for the fourth consecutive year for closing the achievement gap among students of different ethnic, racial, and economic backgrounds. The faculty, staff, students, parents, and community worked together, focusing on student-centered instruction, positive school citizenship, healthy choices for living, and arts enrichment.

A focus on analyzing and using test data provided by the Measures of Academic Progress (MAP) assessment allowed us to provide individualized instruction to each student. Combining a variety of assessment tools such as MAP, portfolio assessments, and teacher created formative assessments made it possible to review each student's strengths and build challenging and differentiated instruction.

A strong partnership with the Spartanburg Arts Council allowed us to continue to provide a rich curriculum and foster community involvement. Thanks to our grant from the Arts Partnership of Greater Spartanburg, high quality, professional art was on display throughout the year. We hosted six different artist exhibits and eleven "Evening with the Arts" programs. Events included music and dramatic performances along with our wonderful student presentations.

Students, teachers, and parents practiced making healthy choices for living. The partnership with Zest Quest continued to strengthen our school emphasis on making healthy choices. Intramurals, Running Club, and Walking Club were offered each morning before school. We hosted a Health and Safety night with support from many service organizations in the community.

The School Improvement Council, PTO, parents, and community continue to enhance learning at Cannons Elementary with their involvement and support. Students enjoy the many benefits as volunteers come to read, provide incentives, and join us in recognizing student achievement in academics, physical fitness, character development, and the arts.

Indeed, our journey in 2007-2008 was artful, educational, and enjoyable thanks to our supportive school community. This support helps create an environment where each student excels.

Respectfully,

Karen Grimm, Principal
Warren Snead, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	61	44
Percent satisfied with learning environment	100.0%	98.4%	93.0%
Percent satisfied with social and physical environment	100.0%	96.7%	95.5%
Percent satisfied with school-home relations	100.0%	100.0%	84.1%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	134	100	18.8	30.5	43	7.8	61.7	50.5	48.2	Yes	Yes
Gender											
Male	73	100	22.9	28.6	40	8.6	61.4	44.3	41.7	N/A	N/A
Female	61	100	13.8	32.8	46.6	6.9	62.1	57.8	55	N/A	N/A
Racial/Ethnic Group											
White	96	100	11.7	30.9	47.9	9.6	69.1	54.3	60	Yes	Yes
African American	31	100	39.3	32.1	25	3.6	39.3	34.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	35	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	22	100	57.1	23.8	9.5	9.5	28.6	17.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	37	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	54	100	29.4	33.3	35.3	2	49	40.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	134	100	14.8	42.2	19.5	23.4	54.7	41.8	45.8	Yes	Yes
Gender											
Male	73	100	15.7	41.4	14.3	28.6	54.3	41	45.6	N/A	N/A
Female	61	100	13.8	43.1	25.9	17.2	55.2	42.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	96	100	11.7	38.3	23.4	26.6	63.8	46.3	59	Yes	Yes
African American	31	100	25	57.1	10.7	7.1	25	22.1	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	22	100	33.3	47.6	4.8	14.3	19	15.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	54	100	25.5	47.1	19.6	7.8	35.3	30.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	89	100	17.9	31	25	26.2	51.2	39.3	35.7	97.1	96.2
Gender											
Male	53	100	15.7	27.5	27.5	29.4	56.9	40.7	37.4	97.2	96.1
Female	36	100	21.2	36.4	21.2	21.2	42.4	37.5	33.8	97.1	96.5
Racial/Ethnic Group											
White	62	100	14.8	26.2	27.9	31.1	59	43.7	49.2	97.2	96.1
African American	22	100	26.3	47.4	15.8	10.5	26.3	19.6	17	96.9	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.5	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
Disability Status											
Disabled	12	100	54.5	27.3	9.1	9.1	18.2	16.6	14	96.6	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	97.7	97.9
Socio-Economic Status											
Subsided meals	36	100	27.3	45.5	15.2	12.1	27.3	28.3	21.1	96.4	95.6

Social Studies

All Students	91	100	20.7	40.2	16.1	23	39.1	32.5	34	97.1	96.2
Gender											
Male	47	100	22.2	26.7	13.3	37.8	51.1	37	36.6	97.2	96.1
Female	44	100	19	54.8	19	7.1	26.2	27.6	31.3	97.1	96.5
Racial/Ethnic Group											
White	69	100	16.4	40.3	19.4	23.9	43.3	35.9	44.5	97.2	96.1
African American	18	100	37.5	43.8	6.3	12.5	18.8	13.8	19.1	96.9	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.5	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	97.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
Disability Status											
Disabled	16	100	53.3	20	20	6.7	26.7	13.2	14.4	96.6	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.6	27.3	97.7	97.9
Socio-Economic Status											
Subsided meals	34	100	37.5	40.6	9.4	12.5	21.9	24.1	21	96.4	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	44	100	9.8	22	53.7	14.6	68.3
	4	52	100	27.1	33.3	35.4	4.2	39.6
	5	41	100	12.2	48.8	36.6	2.4	39
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	8.8	32.4	50	8.8	58.8
	4	46	100	11.6	25.6	58.1	4.7	62.8
	5	53	100	31.4	33.3	25.5	9.8	35.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	44	100	7.3	46.3	29.3	17.1	46.3
	4	52	100	12.5	39.6	20.8	27.1	47.9
	5	41	100	9.8	53.7	7.3	29.3	36.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	14.7	47.1	8.8	29.4	38.2
	4	46	100	7	41.9	27.9	23.3	51.2
	5	53	100	21.6	39.2	19.6	19.6	39.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	21.1	21.1	10.5	47.4	57.9
	4	52	100	29.2	29.2	25	16.7	41.7
	5	21	100	14.3	23.8	23.8	38.1	61.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	18.8	43.8	25	12.5	37.5
	4	46	100	18.6	27.9	30.2	23.3	53.5
	5	26	100	16	28	16	40	56
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	23	100	13.6	63.6	22.7	0	22.7
	4	52	100	31.3	43.8	20.8	4.2	25
	5	20	100	25	55	15	5	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	16.7	61.1	5.6	16.7	22.2
	4	46	100	16.3	37.2	20.9	25.6	46.5
	5	27	100	30.8	30.8	15.4	23.1	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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